



**Georgia Assessments for the
Certification of Educators®**

PREPARATION GUIDE

Behavioral Science





BEHAVIORAL SCIENCE

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SECTION I

PREPARING FOR THE TEST

Section I of this preparation guide is contained in a separate PDF file. Click the link below to view or print this section:

[Preparing for the Test](#)



SECTION 2

TEST I SAMPLE QUESTIONS

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide provides sample selected-response questions with an annotated answer key for you to review as part of your preparation for the test. The sample selected-response questions are designed to illustrate the nature of the test questions. Work through the questions carefully before referring to the annotated answer key, which follows the sample selected-response questions. The answer key provides the correct response to each question, describes why each correct response is the best answer, and lists the objective within the test framework to which each question is linked.

QUESTIONS

1. Which of the following best describes an important contribution of John B. Watson (1878–1958) to the development of psychology?
 - A. He sought to broaden the conceptual scope of psychological research by emphasizing the use of theories and techniques drawn from other social sciences.
 - B. He sought to strengthen the scientific basis of psychology by emphasizing the study of observable and measurable behavior.
 - C. He sought to change basic psychological assumptions about human nature by emphasizing the uniqueness of human beings and their capacity for growth.
 - D. He sought to turn psychology into an applied science by emphasizing the development of effective techniques for personality assessment.
2. As a result of a stroke, the left hemisphere of an individual's brain is damaged. This would most likely impair which of the following?
 - A. speech and language
 - B. capacity to arrange items in a pattern
 - C. color recognition
 - D. movement on the left side of the body

Section 2: Test I Sample Questions

3. Which line on the table below most accurately matches stages of Jean Piaget's theory of cognitive development with a characteristic of each stage?

Line	Stage 1	Stage 2	Stage 3	Stage 4
A	development of language	mastery of the concept of reversibility	development of motor skills	development of abstract thinking
B	development of object permanence	development of egocentric thinking	mastery of the concept of reversibility	development of abstract thinking
C	mastery of the concept of reversibility	development of object permanence	development of logical thinking	development of egocentric thinking
D	development of motor skills	development of abstract thinking	development of symbolic thinking	mastery of the concept of reversibility

- A. Line A
- B. Line B
- C. Line C
- D. Line D

Section 2: Test I Sample Questions

4. Convergent thinking is most characterized by the ability to:
- A. draw conclusions from rules and evidence.
 - B. consider multiple perspectives.
 - C. differentiate between fact and opinion.
 - D. compare differing sets of ideas.

5. **Use the behaviors described in the box below to answer the question that follows.**

- rearranging household objects to fit a preconceived notion of order and exactness
- checking the stove repeatedly to make sure the burners are off
- fearing one will become contaminated by touching doorknobs or other "dirty" objects
- brushing one's teeth before, after, and at least twice between meals

The behaviors described above are most characteristic of which of the following types of psychological disorder?

- A. dissociative disorder
- B. sociopathic personality disorder
- C. mood disorder
- D. obsessive-compulsive disorder

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	B	The founder of the school of psychology known as behaviorism, John B. Watson believed that environmental influences were the main determinant of behavior. Accordingly, he developed an approach to psychological study that rejected concepts such as "mind" and "consciousness" and focused on the observation and measurement of behavior.	0001
2	A	For most human beings, the left hemisphere of the brain governs movement and feeling on the right side of the body, and also controls a variety of mental activities including mathematical reasoning and computation, logical thinking, and writing, as well as the ability to speak and use language.	0002
3	B	Jean Piaget's theory posits four separate stages through which human cognitive development takes place. The sensorimotor stage (birth–two years) is characterized by the development of motor skills and object permanence; the preoperational stage (two–seven years) by the development of language, symbolic thinking, and egocentric thinking; the concrete operational stage (seven–twelve years) by the development of conservation and mastery of the concept of reversibility; and the formal operational stage (twelve years–adulthood) by the development of logical and abstract thinking.	0003
4	A	Forms of thinking that require one to assemble, organize, and synthesize information and knowledge are referred to as convergent thinking. Drawing conclusions from rules and evidence would be one example of convergent thinking.	0004
5	D	People suffering from obsessive-compulsive disorder are often troubled by recurring or persistent impulses such as the need to have one's surroundings be in perfect order or the need to avoid "contamination" from germs or dirt. They also feel the urge to commit repetitive acts such as checking a stove repeatedly to make sure the burners are off or brushing one's teeth repeatedly even though they have just been brushed.	0005








SECTION 3

TEST I SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENT

This section of the Georgia Assessments for the Certification of Educators® (GACE™) Preparation Guide is designed to assist you in responding to the constructed-response assignment on the test. Included in this section are:

- ▶ Constructed-response assignment directions
- ▶ A sample constructed-response assignment
- ▶ An assignment response sheet
- ▶ An example of a strong response to the sample assignment
- ▶ Scoring criteria that will be used in evaluating your response to the assignment

For the sample assignment, you may want to take the following steps to prepare for the test:

-  Review the constructed-response assignment directions.
-  Print the assignment and the assignment response sheet.
-  Use scrap paper to make notes, write an outline, or otherwise prepare your response.
-  Use the assignment response sheet to record your response. The assignment response sheet reflects the amount of space available on an actual test.
-  After you complete the assignment, review the sample strong response, your response, and the scoring criteria.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

A sample of the directions for the constructed-response assignment is shown in the box below.

CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

For the constructed-response assignment in this section, you are to prepare a response of up to one page and record it in the area provided on the Assignment 1 Response Sheet in your answer document.

Read the assignment carefully before you begin. Think about how you will organize your response. You may use any blank space provided in this test booklet following the assignment to make notes, make preliminary sketches, write an outline, or otherwise prepare your response. ***However, your final response must be recorded on the Assignment 1 Response Sheet in your answer document.***

Your response will be evaluated based on the following criteria:

- **Purpose:** The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
- **Application of Content Knowledge and Skills:** The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of your response will be based on the criteria above. Your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be prepared for an audience of educators in the field.

Your response should be your original work and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

The selected-response section of the answer document containing your name will be removed from your constructed response to maintain your anonymity during the scoring process. Do not write your name on any other portion of the answer document, and do not separate any of the sheets from the document.

Please turn the page and begin the constructed-response assignment section of the test.

CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

Defense mechanisms are key components of individual development and behavior.

- Briefly describe the psychological concept of defense mechanisms; and
- analyze two ways in which defense mechanisms influence individual development and/or behavior.

■ Strong Response to Sample Constructed-Response Assignment One

Defense mechanisms such as compensation (ignoring negative feelings about one area of life by emphasizing positive feelings about another), regression (reverting to behavior that is characteristic of lower levels of maturity), and projection (attributing one's faults, inadequacies, and undesirable actions to another person) are unconscious psychological processes that help people cope with stressful situations or events.

The use of defense mechanisms can have both positive and negative effects on individual behavior. On the one hand, defense mechanisms can temporarily protect individuals from the adverse consequences of emotionally stressful situations. By relieving anxiety and bolstering self-esteem, they enable individuals to continue functioning when they might otherwise be too distracted, fearful, or despondent to respond effectively to everyday demands. On the other hand, defense mechanisms are based on self-deception, and an excessive reliance on them can prevent individuals from realistically coming to terms with a personal setback or source of stress. The energy used to maintain one's defenses could be much more profitably employed in directly confronting the actual causes of one's problems. Thus, however helpful they may be as a short-term response to emotional distress, the use of defense mechanisms often hinders the development of more effective coping strategies and keeps people from making appropriate changes in their behavior.

Section 3: Test I Sample Constructed-Response Assignment

CRITERIA FOR SCORING YOUR RESPONSE

Your response will be evaluated based on the following criteria.

PURPOSE	The extent to which the response fulfills the purpose of the assignment in relation to relevant GACE framework objectives
APPLICATION OF CONTENT KNOWLEDGE AND SKILLS	The extent to which the response accurately and effectively applies content knowledge and skills in relation to relevant GACE framework objectives
SUPPORTING EVIDENCE	The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Your response is rated on a three-point scale. The three score points of the score scale correspond to varying degrees of performance that are related to the above criteria.

Score	Description
3	<p>The "3" response reflects thorough understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none">• The response fully achieves the purpose of the assignment.• The response demonstrates an accurate and effective application of relevant content knowledge and skills.• The response provides appropriate, specific supporting evidence of relevant content knowledge and skills.
2	<p>The "2" response reflects general understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none">• The response largely achieves the purpose of the assignment.• The response demonstrates a generally accurate, generally effective application of relevant content knowledge and skills.• The response provides some appropriate and general supporting evidence of relevant content knowledge and skills.
1	<p>The "1" response reflects limited or no understanding of relevant content knowledge and skills as defined in relevant GACE framework objectives.</p> <ul style="list-style-type: none">• The response partially achieves or fails to achieve the purpose of the assignment.• The response demonstrates limited, inaccurate, and/or ineffective application of relevant content knowledge and skills.• The response provides limited or no appropriate, specific supporting evidence of relevant content knowledge and skills.

Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.



SECTION 4

TEST II SAMPLE QUESTIONS

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QUESTIONS

1. The writings of Karl Marx most influenced sociological study of which of the following topics?
 - A. social diversity and the emergence of pluralistic societies
 - B. criminal activity and the sources of social deviance
 - C. bureaucracy and the evolution of formal organizations
 - D. class development and the sources of social inequality

2. Which of the following is the best definition of a subculture?
 - A. a group of people commanding its members' trust, esteem, and loyalty
 - B. a group of people whose members share personal and enduring relationships
 - C. a group of people whose cultural patterns set them apart from the larger society
 - D. a group of people whose members pursue a specific goal or activity

3. Problems associated with political succession or the transfer of power from one leader or leadership group to another are likely to be greatest in which of the following types of government?
 - A. a theocracy based on traditional authority
 - B. a dictatorship based on charismatic authority
 - C. a monarchy based on traditional authority
 - D. an oligarchy based on rational-legal authority

4. Which of the following is the best illustration of what sociologists mean when they refer to structural social mobility?
 - A. The founders of a successful company achieve substantial increases in income.
 - B. The daughter of a factory worker attends college as a scholarship student and becomes a physician.
 - C. Economic growth in a society expands the number and proportion of high-status jobs.
 - D. The son of a prominent attorney becomes a partner in his father's law firm after law school.

5. Which of the following best describes a major function of gossip in small communities?
- A. maintaining conformity to community norms
 - B. promoting cultural innovation within the community
 - C. providing psychological and emotional support to individuals
 - D. facilitating interaction among social groups within the community

6. **Read the passage below; then answer the question that follows.**

When Middle Eastern governments persuaded Bedouin herders to abandon their nomadic ways and establish permanent settlements, many of the resulting communities failed. Bedouin livestock overgrazed lands near the settlements and reduced local water supplies. As food and water for herds became scarce, many Bedouin families left the settlements and returned to their former way of life.

The passage above best illustrates which of the following fundamental assumptions of anthropology?

- A. Cultures are in a constant state of change.
- B. A society's ideal cultural patterns sometimes differ from its actual cultural patterns.
- C. All of a culture's customs are consistent with one another.
- D. Customs that are adaptive in one setting may be maladaptive in another setting.

ANNOTATED ANSWER KEY

For question	The correct response is	Reason	Test Objective
1	D	A major theme in the writings of Karl Marx was the struggle between economic groups or classes over the control and use of valuable resources. Marx also sought to explain how poverty could exist in the prosperous Western European societies of his day. In pursuing these lines of inquiry, he developed an explanation of the sources and nature of social inequality that has continued to influence sociological inquiry and research.	0006
2	C	A subculture is a group of people who share a set of norms, attitudes, values or social characteristics that give them a distinct identity within their society. What sets members of a subculture apart from the larger society may be their profession, their adherence to a specific set of religious beliefs, their ethnic heritage, their political affiliation, their age, or any of a number of other distinguishing characteristics.	0007
3	B	Charismatic authority is power accorded to an individual as a result of remarkable leadership abilities and a personality that induces extraordinary loyalty from other people. Because such authority is based on the influence and personal qualities of a single person, rather than as the head of a political party or a royal family, charismatic movements often face serious succession problems upon the death of their leader.	0008
4	C	Structural social mobility is a change in the social position of large numbers of people that is more the result of developments in the broader society than of individual efforts. A good example would be the increase in the number and proportion of high-status professional jobs resulting from general economic growth in a society experiencing a prolonged period of prosperity.	0009
5	A	In many small communities, gossip is an important instrument of social control. Through the criticism of an individual's personal behavior, people in such communities use gossip to reinforce shared values and beliefs and to restrain behavior the community considers unacceptable.	0010
6	D	The passage describes ways in which traditional Bedouin pastoral practices that had worked well in shifting nomadic encampments created serious environmental problems in a permanent settlement. This illustrates how customs that are well suited to one set of physical or social circumstances may be ill suited in another cultural setting.	0011








SECTION 5

TEST II SAMPLE CONSTRUCTED-RESPONSE ASSIGNMENT

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CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

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CONSTRUCTED-RESPONSE ASSIGNMENT DIRECTIONS

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- **Supporting Evidence:** The extent to which the response includes appropriate, specific supporting evidence of content knowledge and skills in relation to relevant GACE framework objectives

Evaluation of your response will be based on the criteria above, not on your writing ability. However, your response must be communicated clearly enough to permit a valid judgment of your knowledge and skills. Your response should be written for an audience of educators in the field.

Your response should be your original work, written in your own words, and not copied or paraphrased from some other work. Please write legibly. You may not use any reference materials during the test. Remember to review your work and make any changes you think will improve your response.

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CONSTRUCTED-RESPONSE ASSIGNMENT ONE

■ Sample Constructed-Response Assignment One

Use the information below to complete the assignment that follows.

A key idea applied by sociologists to the analysis of human societies is the concept of bureaucracy.

- Briefly define bureaucracy; and
- describe two ways in which bureaucracies influence individual and/or group behavior in U.S. society.

■ Strong Response to Sample Constructed-Response Assignment One

The concept of bureaucracy originated as a mechanistic model for workplaces to maximize efficiency. Bureaucracies are hierarchically organized structures of authority with formal channels of communication, regulations, and clearly defined divisions of activity that, ideally, enable a trained and specialized workforce to perform consistently and efficiently.

Bureaucracies can have negative effects on people's behavior. First, the same mechanistic qualities that contribute to efficiency can create a culture in which the needs of individuals are less important than the needs of the organization, leaving people feeling like cogs in a machine. Workers can stop thinking creatively, speaking frankly, or taking worthwhile risks because there is no reward (and there may be punishment) for drawing attention to themselves. As a result, people may spend more time defending the institution's existence than contributing to the accomplishment of organizational aims. Second, in their quest for order and structure, bureaucracies can produce excessive, inefficient, and even harmful rules and regulations ("red tape") that prevent workers from achieving organizational goals. People may find red tape so overwhelming that they become passive, unresponsive, and unable and/or unwilling to perform effectively.

Section 5: Test II Sample Constructed-Response Assignment

CRITERIA FOR SCORING YOUR RESPONSE

Your response will be evaluated based on the following criteria.

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Please note: A response that is unrelated to the assigned topic, illegible, not primarily in the target language, or lacking a sufficient amount of original work to score will be considered **unscorable**. If there is no response to the assignment, then the response will be considered **blank**.